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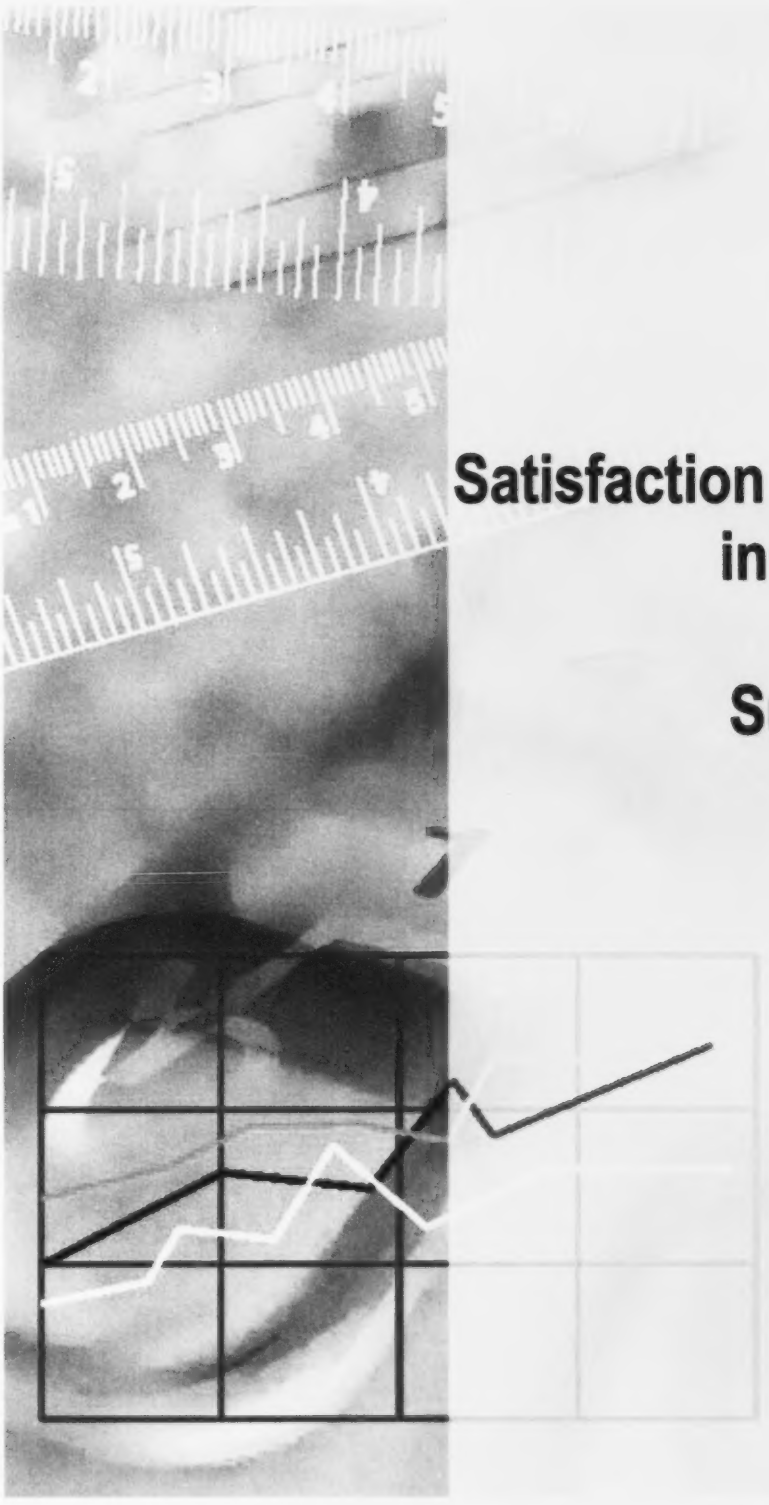

2010 Satisfaction with Education in Alberta Survey

Summary Report

Prepared by

Business Planning and Performance Reporting Branch

September 2010

Government of Alberta
Education

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Executive Summary

Alberta Education conducts a set of annual telephone surveys to obtain feedback from education system stakeholders regarding their perceptions of Alberta's education system. Respondents for the survey include senior high school students, parents of children in the K–12 education system, parents of children with severe special needs, teachers in the K–12 system, school board trustees, superintendents, principals, self-identified Aboriginal high school students, parents of self-identified Aboriginal students, and the general public. Administration of the superintendent survey and principal survey is done in alternate years with the principal survey being administered in 2009. The surveys were conducted by CCI Research Inc. from late January to mid March 2010.

The main objectives of this study were to determine stakeholders' satisfaction with:

- The overall quality of Alberta's education system.
- Alberta's education system meeting the needs of students, society, and the economy.
- The preparation of students for lifelong learning, employment and citizenship.
- Communication and stakeholder involvement in Alberta's education system.
- Leadership and continuous improvement of Alberta's education system.

This report is primarily based on item level results related to business plan measures.

Key Findings

- A high proportion of students (98%), school board trustees (98%), superintendents (98%), teachers (95%), parents (K–12: 91%, severe special needs: 83%), and the public (74%) were satisfied with the quality of education.
- All superintendents (100%) followed by a high proportion of school board trustees (98%), teachers (96%), students (95%), and parents (K–12: 88%, severe special needs: 87%) expressed satisfaction with the quality of teaching.
- A high proportion of students, parents (K–12), teachers, school board trustees, and superintendents indicated that they are satisfied with the variety of courses available to students (84% to 94%) and opportunities to learn about specific topics such as music, art, computers, health, and physical education (73% to 98%). However, satisfaction with opportunities to learn about drama was low among teachers (66%) compared to other respondent groups (71% to 81%). Satisfaction with opportunities to learn about another language was low among school board trustees (69%) compared to other respondent groups (71% to 83%). Similarly, satisfaction with opportunities to learn about career education was low among K–12 parents (59%) and teachers (58%) compared to other respondent groups (74% to 89%).
- In general, students, parents, teachers, school board trustees, and superintendents held positive perceptions

(a range of 59% to 100%) about various aspects of the social and learning environments at schools related to characteristics of active citizenship.

- A high proportion of teachers (93%) and parents (K–12: 74%) were satisfied that high school students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. However, a relatively lower proportion of these respondent groups (parents: 56%, teachers: 70%) and the public (61%) were satisfied that high school students demonstrate these skills. A high proportion of students (94%) were also satisfied that they have these skills.
- A high proportion of superintendents (91%), teachers (86%), school board trustees (84%) and parents (K–12: 68%) and a lower proportion of the public (49%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Public (46%) and parent (K–12: 51%) satisfaction regarding whether students demonstrate attitudes and behaviours to be successful at work when they leave school was low compared to other respondents groups (78% to 95%).
- A high proportion of teachers (94%), school board trustees (94%), superintendents (94%), and parents (K–12: 78%, severe special needs: 81%) were satisfied with the opportunity for parental involvement in decisions at school.
- Three quarters (75%) of superintendents and a lower proportion of teachers (38%), the public (40%), parents (K–12: 46%, severe special needs: 53%), and school board trustees (58%) were satisfied that their input into the education of students is considered by Alberta Education.
- In general, a low proportion of the public (46%), school board trustees (52%), parents (K–12: 53%, severe special needs: 52%), and teachers (58%), and a higher proportion of superintendents (75%) agreed that Alberta's education system communicates effectively with the public.
- A high proportion of superintendents (98%), school board trustees (95%), and teachers (81%) and a relatively lower proportion of parents (K–12: 76%, severe special needs: 66%) indicated that the quality of education at schools has improved or stayed same in the past three years. Similarly, a high proportion of superintendents (92%) and school board trustees (87%) and a relatively lower proportion of parents (K–12: 68%) and teachers (68%) indicated that the quality of the Alberta K–12 system in general has improved or stayed same in the past three years.
- A high proportion of parents and teachers agreed that leadership at the school (K–12 parents: 84%, severe special needs parents: 87%, teachers: 87%) and at the jurisdiction (K–12 parents: 82%, teachers: 83%) effectively supports and facilitates teaching and learning. A high proportion of superintendents (89%) and a lower proportion of the public (44%), parents (K–12: 55%), teachers (55%), and school board trustees (67%) agreed that the leadership at the provincial level effectively

supports and facilitates teaching and learning.

- About eight in 10 parents (K–12: 79%, severe special needs: 80%) and about two-thirds of the public (62%) were satisfied that they are receiving value for money spent in schools.
- A high proportion of self-identified Aboriginal students (97%) and parents of self-identified Aboriginal students (89%) were satisfied with the quality of education. Similarly, a high proportion of these respondent groups (students: 94%, parents: 84%) were satisfied with the quality of teaching at school.
- In general, self-identified Aboriginal students and parents of self-identified Aboriginal students had widely varying perceptions (a range of 57% to 96%) about various aspects of the social and learning environments at schools related to characteristics of active citizenship.
- About two thirds of parents of self-identified Aboriginal students (69%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was low (51%) compared to self-identified Aboriginal students (96%).
- About three-quarters (78%) of parents of self-identified Aboriginal students were satisfied with the opportunity for parental involvement in decisions at school.
- About half (51%) of parents of self-identified Aboriginal students were satisfied that their input into the education of students is considered by Alberta Education.

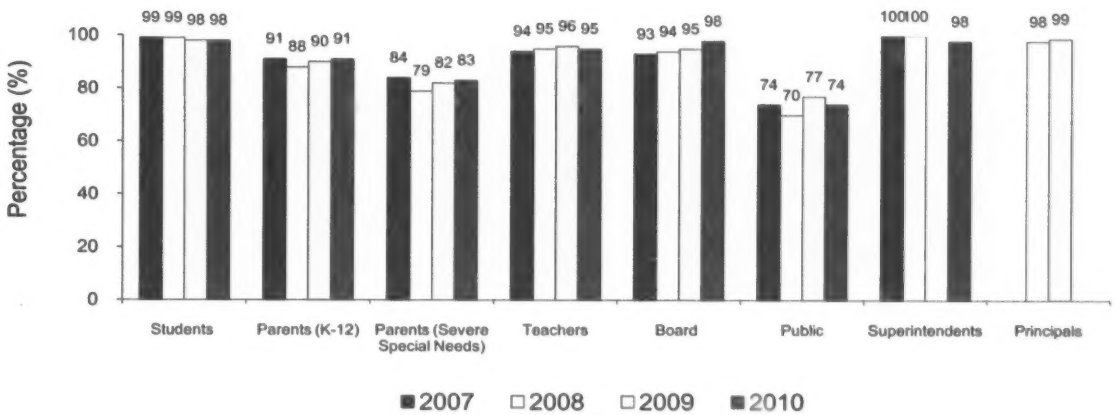
Quality of Education

Quality of Education

A high proportion of students, parents, teachers, school board trustees, and superintendents were satisfied with the quality of education.

A high proportion of students (98%), school board trustees (98%), superintendents (98%), teachers (95%), and parents (K–12: 91%, severe special needs: 83%) surveyed were satisfied with the quality of basic education. About three-quarters of the public (74%) were also satisfied with the quality of basic education. Public satisfaction although relatively low is similar to previous results.

Chart 1: Satisfaction with Quality of Education



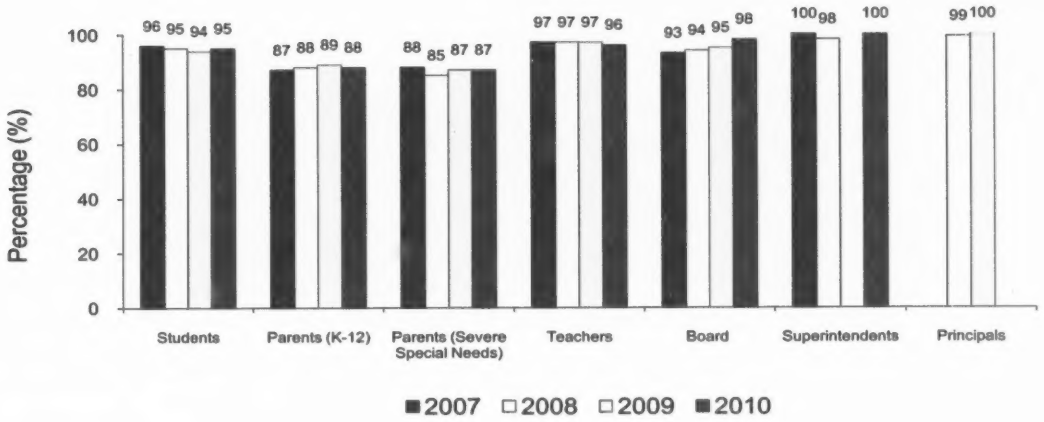
Throughout the survey each respondent group was asked questions from its perspective. For example, in this question, students were asked to rate the quality of education they are receiving; parents were asked how satisfied they were with the quality of education their child is receiving at school; teachers and superintendents were asked how satisfied they were with the quality of education students are receiving at their school; school board trustees were asked how satisfied they were with the quality of education students are receiving in their jurisdiction; and the public were asked how satisfied they were with the quality of education that students are receiving in elementary, junior and senior high schools in their community.

Quality of Teaching

Students, parents, teachers, school board trustees, and superintendents expressed a high degree of satisfaction with the quality of teaching.

A high proportion of superintendents (100%), school board trustees (98%), teachers (96%), students (95%), and parents (K–12: 88%, severe special needs: 87%) were satisfied with the quality of teaching.

Chart 2: Satisfaction with Quality of Teaching



Meeting the Needs of Students

Overall Student Learning

A high proportion of parents of K–12 students, teachers, school board trustees, and superintendents agreed that the curriculum focuses on what students need to learn in core subject areas, and a high proportion of students also agreed that they are improving in these core subject areas.

Parents, teachers, school board trustees, superintendents, and the public were asked to rate their level of agreement that the curriculum/program focuses on what students need to learn in a number of core subject areas (reading, writing, mathematics, science, and social studies). A high proportion of superintendents (85% to 98%), school board trustees (83% to 93%), teachers (78% to 92%), and parents of K–12 students (82% to 90%) agreed that curriculum focuses on what students need to learn in a number of core subject areas. Public (70% to 81%) agreement in these core subject areas was relatively lower compared to other respondent groups. Parents of children with severe special needs' level of agreement was lower regarding whether the curriculum focuses on what students need to learn in mathematics (69%). Note that parents of children with severe special needs were asked only to rate their agreement about reading, writing, and mathematics as core subject areas.

Students were asked to rate their agreement that they were getting better in these core subject areas. The majority (91% to 95%) of students agreed that they were improving in these core subject areas.

The level of agreement on core subject areas has remained relatively stable over time for all respondent groups except for school board trustees and the public. School board trustees' agreement (86%) about the curriculum focusing on what students need to learn in mathematics has increased compared to the 2007 result. Similarly, public agreement about the curriculum focusing on what students need to learn in writing (70%) has increased compared to the 2008 result.

Table 1: Curriculum Focuses on What Students Need to Learn in Core Subject Areas

		Students	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Reading	2007	92%	89%	80%	90%	90%	80%	95%	—
	2008	91%	83%	71%	88%	87%	72%	93%	95%
	2009	92%	88%	77%	90%	92%	82%	—	96%
	2010	93%	90%	75%	92%	93%	77%	98%	—
Writing	2007	93%	83%	75%	87%	82%	69%	95%	—
	2008	92%	78%	67%	85%	77%	63%	93%	93%
	2009	94%	83%	70%	89%	85%	73%	—	96%
	2010	95%	83%	71%	90%	83%	70%	98%	—
Mathematics	2007	89%	84%	71%	83%	76%	76%	86%	—
	2008	87%	86%	63%	80%	79%	74%	83%	88%
	2009	91%	85%	66%	85%	80%	77%	—	89%
	2010	92%	83%	69%	86%	86%	74%	85%	—
Science	2007	92%	85%	—	88%	89%	81%	92%	—
	2008	90%	87%	—	86%	91%	79%	93%	94%
	2009	93%	89%	—	89%	91%	82%	—	94%
	2010	92%	88%	—	87%	91%	81%	92%	—
Social Studies	2007	91%	80%	—	78%	83%	71%	92%	—
	2008	86%	79%	—	75%	83%	68%	97%	84%
	2009	89%	82%	—	83%	86%	75%	—	89%
	2010	91%	82%	—	78%	84%	73%	91%	—

Learning Opportunities at School

A high proportion of students, parents, teachers, school board trustees, and superintendents were satisfied with the learning opportunities available at their school.

Students, parents (K–12), teachers, school board trustees, and superintendents were asked to rate their satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics (music, drama, art, computers, health, another language, career education, and physical education). Although the level of satisfaction varied across respondent groups, the majority of respondent groups were satisfied with the variety of courses available (84% to 94%), opportunities to learn about music (74% to 84%), opportunities to learn about art (79% to 88%), opportunities to learn about computers (85% to 97%), opportunities to learn about health (73% to 97%), opportunities to learn about another language (69% to 83%), and the opportunity to participate in physical education (88% to 98%). Satisfaction with the opportunity to learn about drama was low among teachers (66%) compared to students (81%), superintendents (77%), parents (75%), and school board trustees (71%). Similarly, satisfaction with the opportunity to learn about career education was low among parents (K–12: 59%) and teachers (58%) compared to students (89%), superintendents (83%), and school board trustees (74%).

The level of satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics has remained relatively stable over time for students. Parents' satisfaction with opportunities to learn about drama (75%) and career education (59%) has increased compared to previous results. Similarly, parents' satisfaction with opportunities to learn about another language (71%) has increased compared to 2007 and 2008 results. Note that in 2010 parent survey, these three questions were asked only to parents of students in grades 7–12 whereas in previous years these were asked to all parents (K–12). Caution is required in comparing results across years. Teachers' satisfaction with opportunities to learn about art (87%) has increased compared to the 2007 result. School board trustees' satisfaction with the variety of subjects available (84%) and opportunities to learn about drama (71%) and art (79%) has increased compared to 2007 and 2008 results. Similarly school board trustees' satisfaction with music (74%) has increased compared to the 2007 result. Superintendents' satisfaction with the variety of subjects available (94%) and opportunities to learn about art (88%) has increased compared to 2007 and 2008 results. Similarly, superintendents' satisfaction with opportunities to learn about music (80%) and drama (77%) has increased compared to the 2008 results.

Table 2: Satisfaction with Learning Opportunities at School (continued on next page)

	Year	Students	Parents (K–12)	Teachers	Board	Superintendents	Principals
Variety of subjects available	2007	87%	83%	83%	71%	78%	—
	2008	88%	82%	87%	73%	72%	90%
	2009	91%	86%	90%	80%	—	91%
	2010	91%	85%	89%	84%	94%	—
Opportunities to learn about music	2007	81%	79%	77%	65%	76%	—
	2008	80%	79%	81%	69%	60%	80%
	2009	81%	80%	82%	69%	—	83%
	2010	79%	80%	84%	74%	80%	—
Opportunities to learn about drama	2007	81%	58%	59%	62%	70%	—
	2008	79%	59%	63%	63%	60%	63%
	2009	84%	59%	63%	67%	—	70%
	2010	81%	75%	66%	71%	77%	—
Opportunities to learn about art	2007	85%	79%	76%	65%	71%	—
	2008	84%	84%	86%	68%	78%	88%
	2009	88%	84%	86%	77%	—	91%
	2010	85%	83%	87%	79%	88%	—
Opportunities to learn about computers	2007	86%	81%	83%	91%	95%	—
	2008	85%	83%	82%	93%	97%	87%
	2009	88%	85%	85%	94%	—	90%
	2010	85%	85%	86%	97%	97%	—

	Year	Students	Parents (K–12)	Teachers	Board	Superintendents	Principals
Opportunities to learn about health	2007	70%	87%	83%	87%	94%	—
	2008	70%	86%	84%	85%	91%	94%
	2009	74%	88%	84%	91%	—	97%
	2010	73%	87%	88%	90%	97%	—
Opportunities to learn about another language	2007	79%	61%	75%	67%	71%	—
	2008	78%	63%	78%	65%	69%	79%
	2009	84%	67%	78%	68%	—	78%
	2010	83%	71%	78%	69%	72%	—
Opportunities to learn about career education	2007	—	—	—	—	—	—
	2008	87%	40%	57%	67%	76%	62%
	2009	88%	45%	57%	71%	—	63%
	2010	89%	59%	58%	74%	83%	—
Opportunities to participate in physical education	2007	96%	84%	89%	88%	87%	—
	2008	95%	82%	90%	83%	95%	94%
	2009	97%	87%	93%	90%	—	97%
	2010	98%	88%	93%	88%	94%	—

Social and Learning Environments at Schools

In general, students, parents, teachers, school board trustees, and superintendents held positive perceptions about various aspects of the social and learning environments at schools related to characteristics of active citizenship.

Students, parents, teachers, school board trustees, and superintendents were asked to rate their agreement with a series of statements about the social and learning environments at schools related to characteristics of active citizenship. Overall, in 2010, the majority of respondents across groups agreed that:

- Students find school work interesting (70% to 95%),
- Students find school work challenging (75% to 98%),
- Students clearly understand what they are expected to learn at school (59% to 98%),
- Students feel safe at school (89% to 100%),
- Students feel safe on the way to and from school (84% to 97%),
- Teachers care about students (92% to 100%),
- At school students treat each other well (79% to 100%),
- Students are treated fairly by adults at school (88% to 100%),
- At school students are encouraged to get involved in activities that help people in the community (77% to 97%),

- At school students are encouraged to try their best (91% to 100%),
- At school students follow the rules (70% to 100%),
- At school students help each other (79% to 100%),
- At school students respect each other (78% to 100%),
- It is easy to get help with school work at school if needed (73% to 94%),
- Students can get help at school with problems that are not related to school work (70% to 91%),
- When needed teachers at school are available to help students (84% to 99%).

The level of agreement on most of the statements related to social and learning environments at schools has remained relatively stable over time for most of the respondent groups with some exceptions. Students' and school board trustees' agreement that students are encouraged to get involved in activities that help people in their community has increased compared to the 2007 result. Teachers' and school board trustees' agreement that students can easily get help with school work if needed has increased compared to the 2007 result. School board trustees' agreement that school work is interesting has increased compared to the 2007 result. Superintendents' agreement that students are encouraged to get involved in activities that help people in their community has increased compared to the 2008 result.

Table 3: Social and Learning Environment at Schools (continued on next page)

		Students	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
School work is interesting	2007	79%	81%	76%	89%	82%	95%	—
	2008	78%	75%	72%	90%	84%	93%	94%
	2009	82%	80%	75%	92%	89%	—	98%
	2010	81%	77%	70%	92%	90%	95%	—
School work is challenging	2007	86%	80%	83%	95%	91%	100%	—
	2008	85%	70%	80%	96%	92%	97%	97%
	2009	85%	74%	80%	96%	92%	—	98%
	2010	86%	75%	82%	95%	94%	98%	—
Students clearly understand what they are expected to learn at school	2007	91%	82%	63%	90%	81%	90%	—
	2008	92%	86%	63%	90%	83%	90%	95%
	2009	92%	83%	65%	92%	86%	—	96%
	2010	89%	80%	59%	94%	87%	98%	—
Students feel safe at school	2007	94%	88%	91%	97%	96%	100%	—
	2008	94%	88%	88%	96%	96%	100%	99%
	2009	95%	91%	89%	98%	96%	—	99%
	2010	97%	93%	89%	98%	99%	100%	—
Students feel safe on the way to and from school	2007	95%	88%	90%	83%	93%	95%	—
	2008	93%	86%	90%	81%	90%	95%	93%
	2009	96%	89%	93%	82%	95%	—	92%
	2010	97%	89%	92%	84%	96%	97%	—
Teachers care about students	2007	92%	91%	95%	99%	99%	100%	—
	2008	91%	92%	92%	99%	97%	100%	100%
	2009	94%	91%	94%	100%	96%	—	100%
	2010	93%	92%	92%	99%	99%	100%	—
At school students treat each other well	2007	95%	80%	—	89%	89%	98%	—
	2008	94%	80%	—	89%	86%	97%	96%
	2009	96%	79%	—	93%	91%	—	99%
	2010	96%	79%	—	94%	93%	100%	—
Students are treated fairly by adults at school	2007	91%	90%	89%	98%	95%	100%	—
	2008	90%	89%	87%	98%	94%	98%	99%
	2009	91%	90%	89%	99%	97%	—	100%
	2010	91%	90%	88%	98%	96%	100%	—
At school students are encouraged to get involved in activities..... people in the community	2007	69%	74%	—	83%	83%	92%	—
	2008	72%	74%	—	85%	83%	84%	95%
	2009	74%	75%	—	88%	90%	—	95%
	2010	77%	78%	—	88%	93%	97%	—
At school students are encouraged to try their best	2007	96%	91%	94%	99%	97%	100%	—
	2008	96%	92%	91%	99%	95%	100%	99%
	2009	96%	91%	95%	98%	100%	—	100%
	2010	96%	91%	93%	99%	99%	100%	—

		Students	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
At school students follow the rules	2007	64%	78%	79%	89%	93%	100%	—
	2008	65%	78%	77%	88%	94%	98%	97%
	2009	66%	80%	81%	92%	95%	—	99%
	2010	70%	80%	77%	91%	96%	100%	—
At school students help each other	2007	88%	86%	82%	97%	94%	95%	—
	2008	88%	87%	78%	95%	93%	100%	99%
	2009	82%	84%	81%	96%	95%	—	99%
	2010	84%	82%	79%	97%	95%	100%	—
At school students respect each other	2007	75%	79%	79%	88%	90%	97%	—
	2008	82%	80%	76%	90%	88%	95%	96%
	2009	79%	79%	80%	91%	94%	—	98%
	2010	80%	78%	78%	92%	94%	100%	—
It is easy to get help with school work at school if needed	2007	91%	67%	—	75%	77%	90%	—
	2008	93%	66%	—	79%	76%	84%	90%
	2009	92%	73%	—	82%	86%	—	90%
	2010	93%	73%	—	85%	87%	94%	—
Students can get help at school with problems that are not related to school work	2007	85%	66%	—	83%	72%	79%	—
	2008	84%	66%	—	83%	73%	86%	88%
	2009	85%	71%	—	91%	78%	—	91%
	2010	84%	70%	—	87%	80%	91%	—
When needed teachers at school are available to help students	2007	94%	85%	—	97%	91%	98%	—
	2008	94%	84%	—	98%	89%	98%	98%
	2009	93%	87%	—	98%	92%	—	100%
	2010	94%	84%	—	98%	99%	98%	—

Preparation of Students

Preparation for Lifelong Learning

A high proportion of parents and teachers were satisfied that high school students are taught knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents (K–12) and teachers were asked to rate their satisfaction that students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. A high proportion of teachers (93%) and parents (K–12: 74%) were satisfied that students are taught the knowledge, skills and attitudes necessary for lifelong learning. Note that in the 2010 parent survey, this question was asked only to parents of students in grades 7–12, whereas in previous years it was asked to all parents (K–12). Also, the sample size for this question was reduced to 400 from 800 starting in 2009.

Table 4: Satisfaction that Students are Taught Knowledge, Skills and Attitudes Necessary for Lifelong Learning

	Year	Parents (K–12)	Teachers
Students are taught the knowledge, skills and attitudes for lifelong learning	2007	83%	91%
	2008	79%	92%
	2009	82%	90%
	2010	74%	93%

A low proportion of parents and the public were satisfied that high school students/graduates demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents (K–12), teachers and the public were asked to rate their satisfaction that high school students/graduates demonstrate knowledge, skills and attitudes necessary for learning throughout their lifetime. About two-thirds of the public (61%) and about half (56%) of parents (K–12) indicated that they are satisfied. About nine in 10 (94%) students and seven in 10 (70%) teachers were satisfied that students had the knowledge, skills and attitudes necessary for learning throughout their lifetime. This question was asked to students starting in 2008. Note that in 2010 parent survey, this question was asked only to parents of students in grades 7–12, whereas in previous years it was asked to all parents (K–12). Also, the sample size for this question was reduced to 400 from 800 starting in 2009.

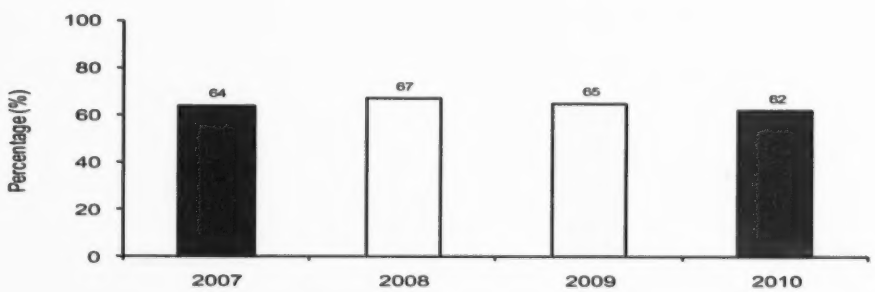
Table 5: Satisfaction that High School Students Demonstrate Knowledge, Skills and Attitudes Necessary for Lifelong Learning

	Year	Students	Parents (K–12)	Teachers	Public
High school students/graduates demonstrate knowledge, skills and attitudes necessary for lifelong learning	2007	—	52%	69%	58%
	2008	97%	47%	62%	58%
	2009	97%	50%	65%	61%
	2010	94%	56%	70%	61%

Most of the public agreed that high school students are prepared to enter post-secondary education and training.

When asked to rate their agreement regarding high school graduates' preparedness to enter post-secondary education and training, about two-thirds (62%) of the public agreed that high school graduates in Alberta are prepared to enter post-secondary education and training.

Chart 3: Public Agreement that High School Graduates are Prepared to Enter Post-Secondary Education and Training

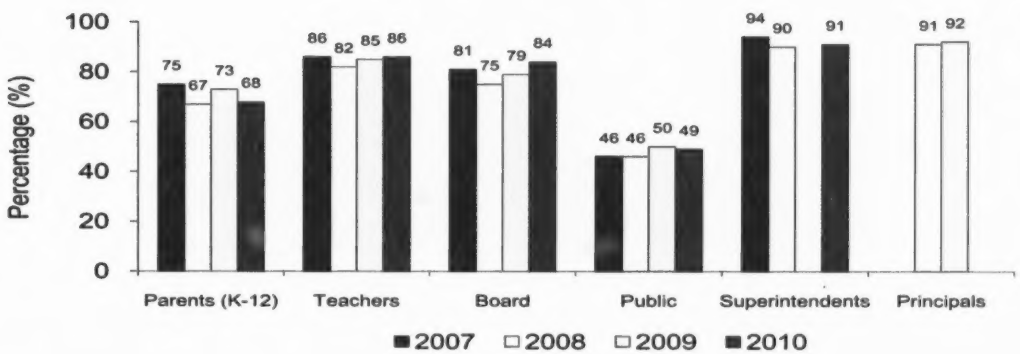


Preparation for the Workforce

A high proportion of teachers, school board trustees, and superintendents were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school compared to parents and the public. Satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was also high among students, teachers, school board trustees, and superintendents compared to the public and parent respondent groups.

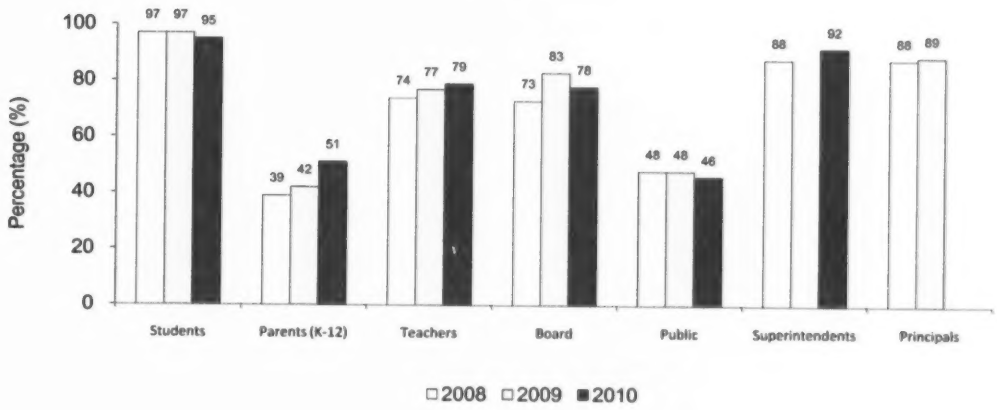
Parents (K–12), teachers, school board trustees, public, and superintendents were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. A high proportion of superintendents (91%), teachers (86%), and school board trustees (84%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. About two-thirds (68%) of parents and about half of the public (49%) also indicated their satisfaction. Note that in the 2010 parent survey, this question was asked only to parents of students in grades 7–12, whereas in previous years it was asked to all parents (K–12).

Chart 4: Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work



A high proportion of students (95%), superintendents (92%), teachers (79%), and school board trustees (78%) were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, about half of parents (7–12: 51%, an increase from 42% in 2008 and 39% in 2009) and the public (46%) indicated that they were satisfied. This question was asked starting in 2008. Note that in the 2010 parent survey, this question was asked only to parents of students in grades 7–12, whereas in previous years it was asked to all parents (K–12). Caution is required in comparing results across years.

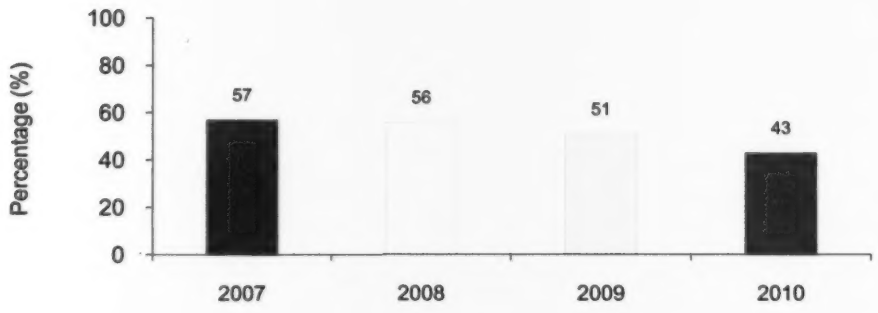
Chart 5: Satisfaction that Students Demonstrate Attitudes and Behaviours to be Successful at Work



About four in ten high school students reported that they hold a part time or full time paying job.

High school students were asked to indicate their employment status in the survey. About four in ten (43%) high school students reported that they held a part time or full time paying job in 2010. This proportion is 14% lower than that reported in 2007 (57%).

Chart 6: High School Students Holding a Part Time or Full Time Job



The proportion of high school students who reported that they worked more than 20 hours a week decreased from 20% in 2008 to 12% in 2010.

Table 6: Break Down of Hours Worked Reported by High School Students

Year	Average Weekly Worked Hours			
	10 hours or less	11 to 20 hours	More than 20 hours	DK/NA/NR
2007	27%	57%	16%	1%
2008	31%	48%	20%	1%
2009	37%	47%	15%	0%
2010	44%	43%	12%	1%

Communication and Involvement

Involvement in Decision Making

Most parents, teachers, school board trustees, and superintendents were satisfied with parental involvement in children's education and in decisions at school.

A high proportion of parents (K–12), teachers, school board trustees, and superintendents indicated that parents are involved a lot or to some extent in the decisions about their children's education (84% to 94%), and that they are satisfied with the opportunity for parental involvement in their children's education (81% to 95%). A high proportion (85%) of students also indicated that their parents are involved a lot or to some extent in decisions about their education. Note that this question was asked to students starting in 2008.

A high proportion of parents (severe special needs), teachers, school board trustees, and superintendents (70% to 88%), and a somewhat lower proportion of parents (K–12: 67%) indicated that parents are involved a lot or to some extent in decisions at school and that they are satisfied with the opportunity for parental involvement in decisions at school (78% to 94%). About half of students (48%) indicated that their parents are involved a lot or to some extent in decisions at school. Note that this question was asked to students starting in 2008.

A high proportion (91% to 95%) of teachers, school board trustees, and superintendents were satisfied with parental input into decisions at school being considered.

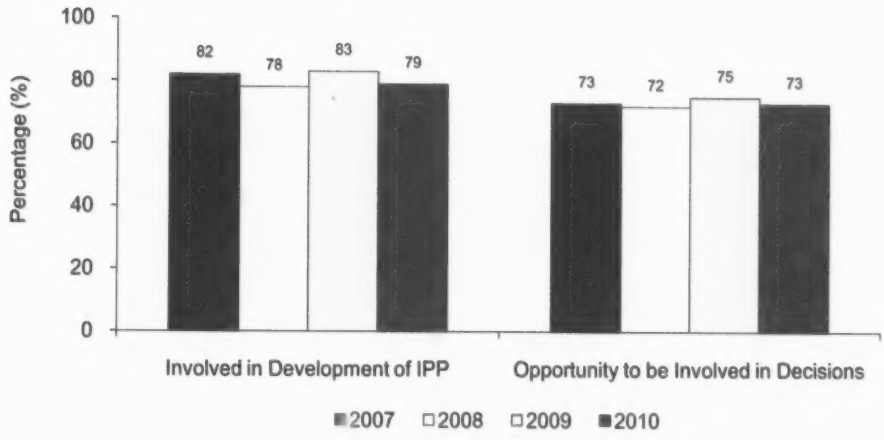
Table 7: Parental Involvement in Decision Making

		Students	Parents (K—12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Extent of parental involvement in decisions about child's education	2007	—	87%	—	82%	85%	95%	—
	2008	83%	87%	—	82%	82%	97%	88%
	2009	81%	86%	—	79%	84%	—	87%
	2010	85%	84%	—	87%	88%	94%	—
Satisfaction with opportunity for parental involvement in decisions about child's education	2007	—	83%	—	92%	91%	95%	—
	2008	—	83%	—	92%	89%	95%	96%
	2009	—	82%	—	92%	91%	—	97%
	2010	—	81%	—	94%	93%	95%	—
Extent of parental involvement in decisions at school	2007	—	62%	75%	80%	84%	87%	—
	2008	51%	63%	73%	80%	83%	86%	87%
	2009	50%	66%	72%	77%	77%	—	84%
	2010	48%	67%	70%	85%	88%	86%	—
Satisfaction with opportunity for parental involvement in decisions at school	2007	—	78%	81%	93%	91%	90%	—
	2008	—	82%	79%	91%	92%	97%	97%
	2009	—	81%	81%	93%	91%	—	95%
	2010	—	78%	81%	94%	94%	94%	—
Satisfaction with parental input into decisions at school being considered	2007	—	—	—	90%	87%	97%	—
	2008	—	—	—	89%	89%	97%	98%
	2009	—	—	—	92%	91%	—	97%
	2010	—	—	—	92%	91%	95%	—

A high proportion of parents of children with severe special needs agreed that they were involved in the development of their child's Individualized Program Plan (IPP), and that they had opportunity for involvement in decisions regarding the support services implemented for their child.

With respect to their child's Individualized Program Plan (IPP), about eight in 10 (79%) parents of children with severe special needs agreed that they had been meaningfully involved in the development of the IPP plan. Similarly, about three-quarters of parents (73%) also agreed that they had an opportunity to be involved in decisions regarding the support services implemented for their child.

Chart 7: Parents (Severe Special Needs) Involvement in the Development of IPP and Opportunity for Involvement in Decisions Regarding Services



In general, parents, teachers, school board trustees, and the public were less satisfied that their input is considered by Alberta Education than their input is considered by school boards or schools.

Three-quarters (75%) of superintendents were satisfied that their input into the education of students is considered by Alberta Education. However, a relatively lower proportion of teachers (38%), public (40%), parents (K–12: 46%, severe special needs: 53%), and school board trustees (58%) were satisfied that their input into the education of students is considered by Alberta Education.

A lower proportion of teachers (64%), parents (K–12: 55%, severe special needs: 56%), and the public (47%) were satisfied that their input into the education of students is considered by their school boards.

About eight in 10 (84%) teachers were satisfied that their input into the education of students is considered by their school. However, about three-quarters of parents (K-12: 76%, severe special needs: 76%) and about half (52%) of the public were satisfied that their input into the education of students is considered by schools in their communities.

Table 8: Satisfaction that Input Into the Education of Students is Considered

		Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Satisfaction that their input into the education of students is considered by Alberta Education	2007	48%	52%	37%	62%	38%	70%	—
	2008	53%	52%	43%	56%	41%	79%	60%
	2009	48%	60%	44%	56%	47%	—	68%
	2010	46%	53%	38%	58%	40%	75%	—
Satisfaction that their input into education of students is considered by school board	2007	47%	52%	56%	—	46%	—	—
	2008	52%	56%	60%	—	43%	—	89%
	2009	58%	58%	65%	—	51%	—	92%
	2010	55%	56%	64%	—	47%	—	—
Satisfaction that their input into decisions/ education of students is considered by the school	2007	71%	76%	85%	—	52%	—	—
	2008	73%	75%	83%	—	49%	—	—
	2009	75%	80%	85%	—	55%	—	—
	2010	76%	76%	84%	—	52%	—	—

Seven in 10 students (70%, an increase from 56% in 2007) indicated they are involved a lot or to some extent in decisions at their school, and about eight in 10 students (81%, an increase from 66% in 2007) indicated that they are satisfied that their input into decisions at their school is considered.

Table 9: Students' Involvement in Decisions at School

	Students			
	2007	2008	2009	2010
Extent of involvement in decisions at school	56%	61%	71%	70%
Satisfaction that input into decision at school is considered	66%	68%	78%	81%

About one-third (33%) of the public indicated they are involved a lot or to some extent in decisions at schools in their community; about six in 10 (64%) of the public were satisfied with the opportunity to be involved in decisions at schools in their community; and about half (52%) were satisfied that their input is considered by the school.

Table 10: Public Involvement in Decisions at Schools in the Community

	Public			
	2007	2008	2009	2010
Extent of involvement in decisions at schools in the community	34%	31%	40%	33%
Satisfaction with opportunity to be involved in decisions at schools in the community	63%	64%	64%	64%
Satisfaction that input into decisions at school is considered	52%	49%	55%	52%

Communication

A lower proportion of parents, teachers, school board trustees, and the public agreed that Alberta's education system communicates effectively with the public compared to superintendents.

A low proportion of public (46%), school board trustees (52%), parents (K–12: 53%, severe special needs: 52%), and teachers (58%, an increase from 48% in 2007), and a relatively higher proportion of superintendents (75%) agreed that Alberta's education system communicates effectively with the public.

Table 11: Alberta's Education System Communicates Effectively with the Public

		Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Alberta's education system communicates effectively with the public	2007	48%	53%	48%	56%	51%	79%	—
	2008	53%	52%	53%	58%	55%	71%	67%
	2009	55%	55%	62%	54%	51%	—	68%
	2010	53%	52%	58%	52%	46%	75%	—

Leadership and Continuous Improvement

Leadership and Continuous Improvement

A high proportion of parents, teachers, school board trustees, and superintendents indicated that the quality of education at schools, and the quality of the Alberta K–12 system in general, has improved or stayed the same in the past three years.

A high proportion of superintendents (98%), school board trustees (95%), teachers (81%), and parents (K–12: 76%) indicated that the quality of education at schools has improved or stayed the same in the past three years. However, a relatively lower proportion (66%) of parents of children with severe special needs indicated that the quality of education at school has improved or stayed the same in the past three years.

A high proportion of superintendents (92%) and school board trustees (87%) indicated that quality of the Alberta K–12 system has improved or stayed the same in the past three years. However, a relatively lower proportion of parents (K–12: 68%) and teachers (68%) indicated that quality of the Alberta K–12 system has improved or stayed the same in the past three years.

Note that in the 2010 parent survey, both of these quality improvement questions were asked only to parents of students in grades 3–12, whereas in previous years these questions were asked to all parents (K–12).

Table 12: Change in the Quality of Education in the Past 3 Years

		Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Quality of education at school has improved or stayed the same in the past three years	2007	70%	72%	75%	93%	94%	—
	2008	74%	64%	76%	91%	95%	93%
	2009	74%	64%	80%	94%	—	88%
	2010	76%	66%	81%	95%	98%	—
Quality of the Alberta K–12 System improved or stayed the same in the past three years	2007	62%	—	67%	85%	94%	—
	2008	61%	—	69%	82%	93%	89%
	2009	69%	—	74%	83%	—	88%
	2010	68%	—	68%	87%	92%	—

A high proportion of parents and teachers agreed that the leadership at the school and at the jurisdiction level effectively supports and facilitates teaching and learning.

A high proportion of parents and teachers agreed that the leadership at the school (K-12: 84%, severe special needs: 87%; teachers: 87%) and jurisdiction (parents K-12: 82%, teachers: 83%) effectively supports and facilitates teaching and learning.

A high proportion superintendents (89%, an increase from 70% in 2007) and a relatively lower proportion of school board trustees (67%, an increase from 57% in 2007), parents (K-12: 55%), teachers (55%, a decrease from 63% in 2009) and the public (44%, a decrease from 55% in 2009) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

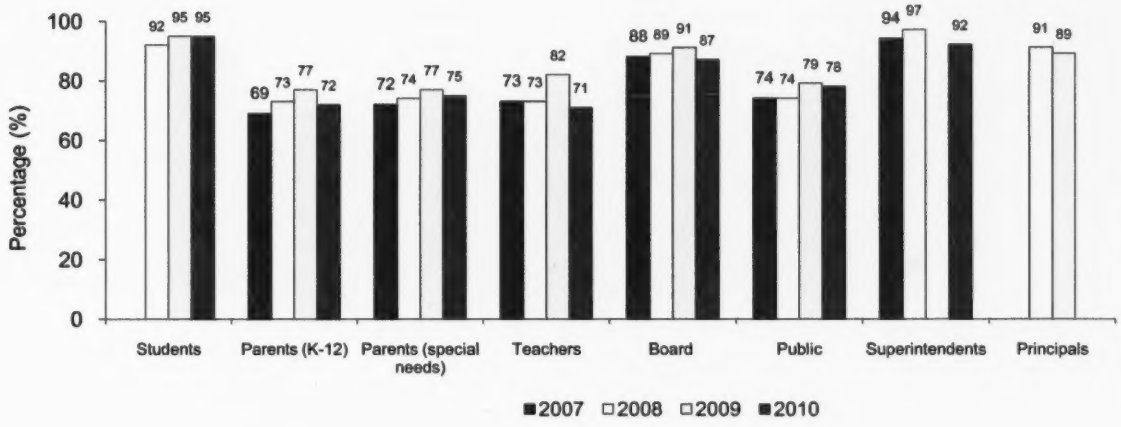
Table 13: Leadership Effectively Supporting and Facilitating Teaching and Learning

		Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Leadership at school effectively supports and facilitates teaching and learning	2007	87%	89%	86%	—	—	—	—
	2008	85%	84%	86%	—	—	—	—
	2009	87%	88%	90%	—	—	—	—
	2010	84%	87%	87%	—	—	—	—
Leadership at jurisdiction effectively supports and facilitates teaching and learning	2007	74%	—	77%	—	—	—	—
	2008	72%	—	81%	—	—	—	—
	2009	82%	—	83%	—	—	—	—
	2010	82%	—	83%	—	—	—	—
Leadership at provincial level effectively supports and facilitates teaching and learning.	2007	56%	—	45%	57%	—	70%	—
	2008	56%	—	55%	63%	55%	86%	58%
	2009	60%	—	63%	72%	55%	—	72%
	2010	55%	—	55%	67%	44%	89%	—

A high proportion of the respondent groups agreed that the highest priority of Alberta's education system is the success of the student.

A high proportion of students (95%), superintendents (92%), school board trustees (87%), public (78%), teachers (71%, a decrease from 82% in 2009), and parents (K–12: 72%, severe special needs: 75%) indicated agreement that the highest priority of Alberta's education system is the success of the student.

Chart 8: Highest Priority of Alberta's Education System is the Success of the Student

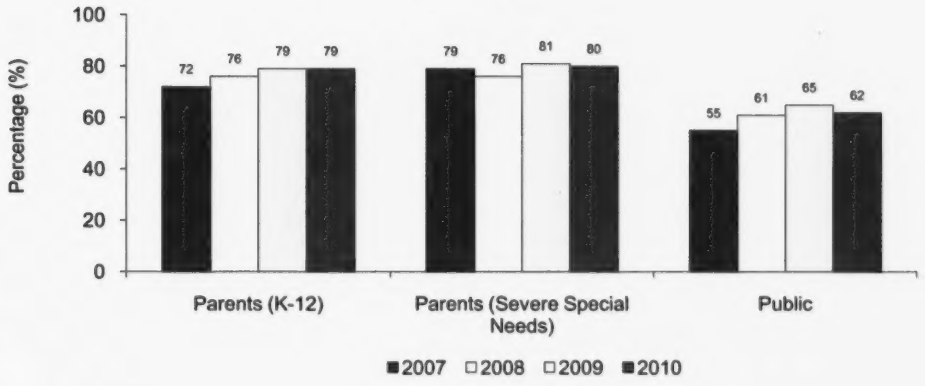


Value for Money

About eight in 10 parents and two thirds of the public were satisfied with receiving value for money spent in schools.

About eight in 10 parents (K–12: 79%, severe special needs: 80%) reported being satisfied with receiving value for money that is spent in their child's school. Public satisfaction that they are receiving value for money spent in schools in their community is relatively low (62%, an increase from 55% in 2007).

Chart 9: Value for Money

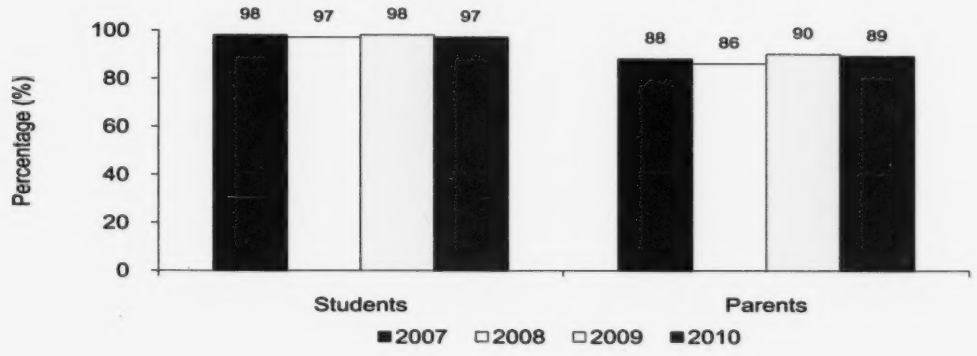


First Nations, Métis and Inuit (FNMI) Results

A high proportion of self-identified Aboriginal students and parents of self-identified Aboriginal students were satisfied with the quality of education.

A high proportion of self-identified Aboriginal students (97%) and parents of self-identified Aboriginal students (89%) surveyed were satisfied with the quality of education.

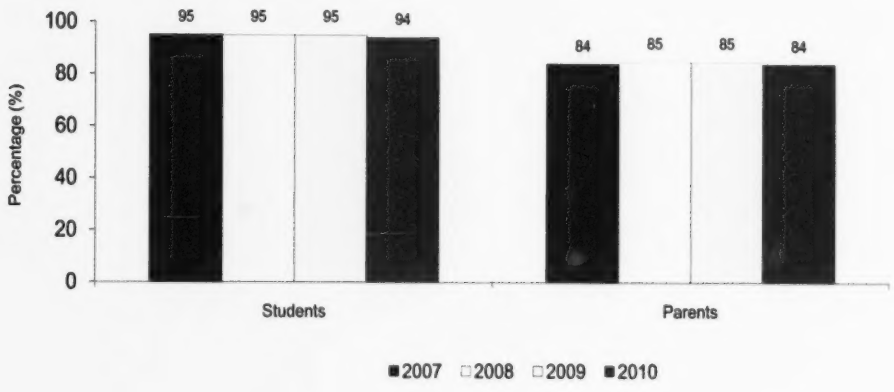
Chart 10: Satisfaction with Quality of Education (FNMI)



Self-identified Aboriginal students and parents of self-identified Aboriginal students expressed a high degree of satisfaction with the quality of teaching.

A high proportion of self-identified Aboriginal students (94%) and parents of self-identified Aboriginal students (84%) were satisfied with the quality of teaching.

Chart 11: Satisfaction with Quality of Teaching (FNMI)



In general, self-identified Aboriginal students and parents of self-identified Aboriginal students had positive perceptions about the various aspects of social and learning environments at schools related to characteristics of active citizenship.

Self-identified Aboriginal students and parents of self-identified Aboriginal students were asked to rate their agreement with a series of statements about the social and learning environments at schools related to characteristics of active citizenship. Overall, in 2010, the majority of respondents in the student group and in the parent group agreed that:

- Students find school work interesting (students: 80%; parents: 71%, a decrease from 2007),
- Students find school work challenging (students: 80%, parents: 78%),
- Students clearly understand what they are expected to learn at school (students: 92%, parents: 76%),
- Students feel safe at school (students: 94%, parents: 86%),
- Students feel safe on the way to and from school (students: 94%, parents: 86%),
- Teachers care about students (students: 91%, parents: 87%),
- At school students treat each other well (students: 92%, parents: 69%),
- Students are treated fairly by adults at school (students: 88%, parents: 82%),
- At school students are encouraged to get involved in activities that help people in the community (students: 74%, an increase from 2007; parents: 74%),
- At school students are encouraged to try their best (students: 96%, parents: 90%),
- At school students follow the rules (students: 57%, parents: 72%),
- At school students help each other (students: 76%, parents: 78%),
- At school students respect each other (students: 70%, parents: 67%),
- It is easy to get help with school work at school if needed (students: 89%, parents: 70%),
- Students can get help at school with problems that are not related to school work (students: 81%, parents: 68%),
- When needed teachers at school are available to help students (students: 92%, parents: 79%).

Table 14: Social and Learning Environment at Schools (FNMI) (continued on next page)

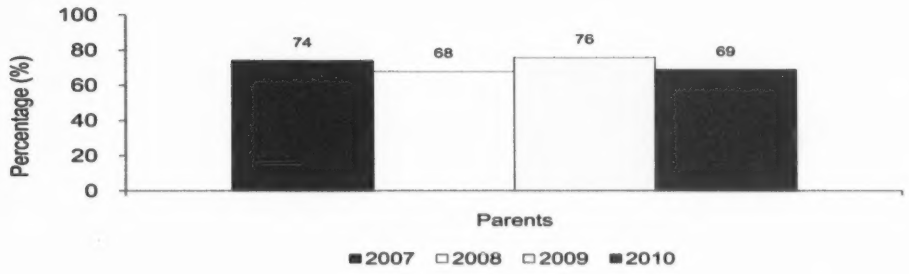
		Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K–12)
School work is interesting	2007	75%	81%
	2008	74%	75%
	2009	78%	73%
	2010	80%	71%
School work is challenging	2007	85%	82%
	2008	85%	77%
	2009	81%	79%
	2010	80%	78%
Students clearly understand what they are expected to learn at school	2007	92%	80%
	2008	93%	82%
	2009	92%	76%
	2010	92%	76%
Students feel safe at school	2007	92%	85%
	2008	94%	88%
	2009	95%	89%
	2010	94%	86%
Students feel safe on the way to and from school	2007	93%	84%
	2008	93%	86%
	2009	95%	86%
	2010	94%	86%
Teachers care about students	2007	91%	88%
	2008	91%	89%
	2009	92%	91%
	2010	91%	87%
At school students treat each other well	2007	91%	73%
	2008	93%	75%
	2009	94%	72%
	2010	92%	69%
Students are treated fairly by adults at school	2007	88%	85%
	2008	89%	86%
	2009	89%	83%
	2010	88%	82%
At school students are encouraged to get involved in activities that help people in the community	2007	63%	71%
	2008	72%	75%
	2009	71%	74%
	2010	74%	74%
At school students are encouraged to try their best	2007	96%	93%
	2008	95%	92%
	2009	95%	93%
	2010	96%	90%

		Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K–12)
At school students follow the rules	2007	58%	75%
	2008	57%	76%
	2009	64%	76%
	2010	57%	72%
At school students help each other	2007	81%	82%
	2008	82%	85%
	2009	78%	81%
	2010	76%	78%
At school students respect each other	2007	71%	72%
	2008	69%	74%
	2009	73%	70%
	2010	70%	67%
It is easy to get help with school work at school if needed	2007	91%	65%
	2008	93%	68%
	2009	90%	70%
	2010	89%	70%
Students can get help at school with problems that are not	2007	83%	68%
	2008	85%	70%
	2009	89%	73%
	2010	81%	68%
When needed teachers at school are available to help students	2007	94%	81%
	2008	94%	80%
	2009	93%	85%
	2010	92%	79%

About two-thirds of parents of self-identified Aboriginal students were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was low.

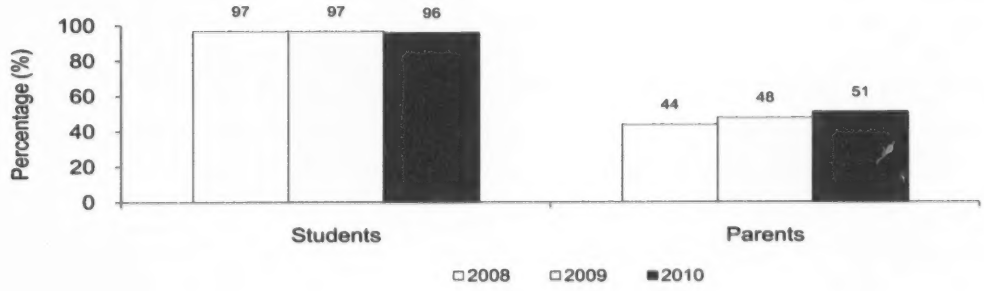
Parents of self-identified Aboriginal students were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. About two-thirds of these parents (69%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school.

Chart 12: Satisfaction that Students are Taught Attitudes and Behaviorsto be Successful at Work (FNMI)



A low proportion (51%) of parents of self-identified Aboriginal students were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, self-identified Aboriginal students' satisfaction that they have the attitudes and behaviours to be successful at work when they leave school was very high (96%).

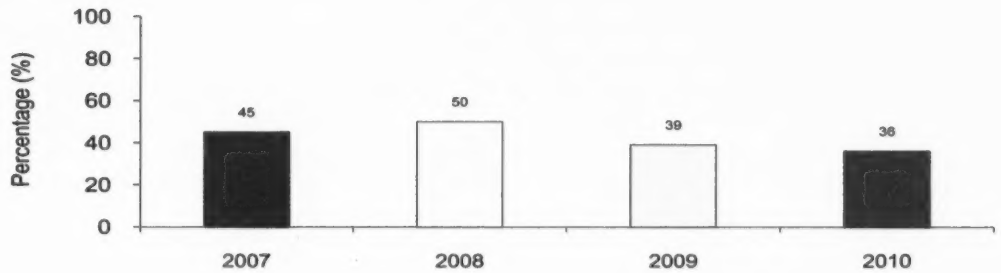
Chart 13: Satisfaction that Students Demonstrate Attitudes and Behaviours to be Successful at Work (FNMI)



About one third of self-identified Aboriginal high school students reported that they hold a part time or full time paying job.

Self-identified Aboriginal high school students were asked to indicate their employment status in the survey. About one third (36%) of self-identified Aboriginal high school students reported that they hold a part time or full time paying job in 2010. This proportion is 9% lower than that reported in 2007 (45%).

Chart 14: Self-identified Aboriginal High School Students Holding a Part Time or Full Time Job



The proportion of self-identified Aboriginal high school students who reported they worked more than 20 hours a week decreased from 35% in 2007 to 21% in 2010.

Table 15: Break Down of Hours Worked Reported by Self-identified Aboriginal High School Students

Year	Average Weekly Worked Hours			
	10 hours or less	11 to 20 hours	More than 20 hours	DK/NA/NR
2007	22%	42%	35%	1%
2008	20%	51%	28%	1%
2009	33%	46%	21%	0%
2010	32%	46%	21%	2%

Most self-identified Aboriginal students and parents of self-identified Aboriginal students were satisfied with parental involvement in children's education.

A high proportion of parents of self-identified Aboriginal students indicated that parents are involved a lot or to some extent in decisions about their children's education (87%), and that they are satisfied with the opportunity for parental involvement in their children's education (81%). A high proportion (77%) of self-identified Aboriginal students also indicated that their parents are involved a lot or to some extent in decisions about their education.

About two-thirds (67%) of parents of self-identified Aboriginal students indicated that parents are involved a lot or to some extent in decisions at the school and about three-quarters (78%) of parents are satisfied with the opportunity for parental involvement in decisions at school. A low proportion (52%) of self-identified Aboriginal students indicated that their parents are involved a lot or to some extent in decisions at school.

Table 16: Parental Involvement in Decision Making (FNMI)

		Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K–12)
Extent of parental involvement in decisions about child's education	2007	—	84%
	2008	82%	86%
	2009	84%	82%
	2010	77%	87%
Satisfaction with opportunity for parental involvement in decisions about child's education	2007	—	79%
	2008	—	85%
	2009	—	78%
	2010	—	81%
Extent of parental involvement in decisions at school	2007	—	66%
	2008	54%	68%
	2009	52%	67%
	2010	52%	67%
Satisfaction with opportunity for parental involvement in decisions at school	2007	—	78%
	2008	—	81%
	2009	—	75%
	2010	—	78%

In general, parents of self-identified Aboriginal students were less satisfied that their input into education of students is considered by Alberta Education or their school board.

Three-quarters (75%) of parents of self-identified Aboriginal students were satisfied that their input into decisions at school is considered. However, a lower proportion of them were satisfied that their input into the education of students is considered by their school board (58%) and Alberta Education (51%, a decrease from 2009).

Table 17: Satisfaction that Input into the Education of Students is Considered (FNMI)

		Parents of Self-identified Aboriginal Students (K–12)
Satisfaction that their input into the education of students is considered by Alberta Education	2007	58%
	2008	62%
	2009	60%
	2010	51%
Satisfaction that their input into education of students is considered by school board	2007	57%
	2008	61%
	2009	63%
	2010	58%
Satisfaction that their input into decisions at school is considered	2007	73%
	2008	75%
	2009	76%
	2007	75%

Appendix – Research Background and Methodology

Target Populations and Sampling

The target respondent groups for the satisfaction surveys included the following:

- The general public
- Parents of students in the K–12 education system
- Parents of self-identified Aboriginal students
- Senior high school students
- Self-identified Aboriginal high school students
- Parents of children with severe special needs
- Teachers
- School board trustees
- School superintendents

The sample frames for each target group (with the exception of the general public) were provided to the survey company by Alberta Education. For the student, teacher, and parent surveys, the sample frames were generated randomly by Alberta Education. Contact information for school board trustees and superintendents was also provided by Alberta Education. For the general public survey, a random sample for Alberta by census subdivision was used.

All samples (with the exception of the school board trustee survey and superintendent survey) were stratified by geographic location to ensure adequate representation of the population.

Presentation of Results

For the purposes of this report, data analysis includes presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate.

Regarding the presentation of frequency data, it should be noted that many items on the surveys use four-point response scales such as "very good, good, poor, very poor" or "very satisfied, satisfied, dissatisfied, very dissatisfied" or "strongly agree, agree, disagree, strongly disagree" depending on the question. Although not asked, "don't know/not applicable" and "no response" (refusals) were recorded as well. Results presented in the report represents the combined percentages of respondents who reported "very good/good," "very satisfied/satisfied"

or "strongly agree/agree." Thus, in the body of the reports, satisfaction or agreement refers to these combined percentages. All percentages are rounded to the nearest whole number based on computer-generated analysis.

For each survey, percentages are based on all responses for each item (i.e., "don't know/not applicable" and "no response" are included in the calculations).

Statistical Accuracy

The following table provides accuracy information about the surveys that were conducted for 2010. The information includes the respondent groups surveyed, and the corresponding sample sizes and confidence intervals for each survey.

Table 18: Confidence Intervals

Target Group	Number of Completions	Margin of Error for 95% Confidence Interval
Public	800	+/-3.5%
Parents of K–12 students	800	+/-3.5%
Parents of self-identified Aboriginal students	800	+/-3.5%
High school students	800	+/-3.5%
Self-identified Aboriginal high school students	710	+/-3.7%
Parents of children with severe special needs	800	+/-3.5%
Teacher	800	+/-3.5%
School board trustee*	335	+/-3.3%
Superintendents*	65	+/-4.5%

*Accuracy for these samples takes into account the sample population.